

## RTI Approaches for Pre-K

# Fidelity of Implementation Program Level Rubric

Mary Ruth Coleman, Ph.D., Froma P. Roth, Ph.D., & Tracey West, Ph.D.

|                        | <b>Screening, Assessment, &amp; Progress Monitoring</b>   | <b>Evidence-based Practice &amp; Standard Protocols</b>  | <b>Collaborative Problem Solving</b>  | <b>Parent &amp; Family Partnerships</b>   | <b>Capacity Building &amp; Infrastructure</b>   |
|------------------------|---|--|---|---|---|
| <b>Tier I Rating</b>   | <b>0 1 2 3 4*</b>   | <b>0 1 2 3 4</b>   | <b>0 1 2 3 4</b>  | <b>0 1 2 3 4</b>  | <b>0 1 2 3 4</b>  |
| <b>Tier I</b>          | Universal screening for health & wellness are in place. Academic & behavioral screening is conducted periodically & on an individual basis if indicated. Assessments include a variety of authentic measures. Data are collected across multiple time periods & settings. Progress is monitored periodically & as needed. Measures reflect child's language & cultural sensitivity. | A comprehensive evidence-based core curriculum is in place for academic & social/emotional development. Benchmarks for child growth & outcome indicators are in place. Intentional teaching is used to plan for children's needs & to redirect learning appropriately. | A collaborative problem-solving team is in place to provide support for decision making on a regular basis. Process & procedures for documenting team support is in place.  | Parents & families actively participate in program & class activities. Frequent communication is initiated regarding child strengths & needs. Parents' values, language, & culture are honored.   | Resources & funding are adequate to support activities. Quality of program is formally reviewed periodically and improved. Supervision and support are provided for teachers. Fidelity of implementation is discussed & expectations for program are shared with all stakeholders.                                |
| <b>Tier II Rating</b>  | <b>0 1 2 3 4*</b>   | <b>0 1 2 3 4</b>   | <b>0 1 2 3 4</b>  | <b>0 1 2 3 4</b>  | <b>0 1 2 3 4</b>  |
| <b>Tier II</b>         | Assessments are targeted for the child to determine supports and services. Multiple viewpoints regarding the child's strengths & needs are sought. Documentation is prepared in user-friendly ways for use by the collaborative problem solving team. Progress monitoring is more targeted and frequent.  | Standard protocols are used to provide additional support for learning; instructional protocols are matched to child strengths & needs through data-based decision making. Instruction is both embedded & explicit.  | Team meets to review information on the child's strengths & needs. Support plan is developed for the child, teacher, other professionals, and family. Planning process is documented. Team communicates often regarding the child's progress. | Parents are involved in the decision making process regarding their child. Communication is two way & involves concrete examples of the child's strengths & needs. Parents take an active role in supporting their child. Supports for the family are provided when needed. | Resources & funding have been secured. Attention is given to professional development, technical assistance, & policy development to increase program & professional team's capacity. Supervision and support are provided for implementation. Classroom fidelity measures are used to reflect on implementation. |
| <b>Tier III Rating</b> | <b>0 1 2 3 4*</b>   | <b>0 1 2 3 4</b>   | <b>0 1 2 3 4</b>  | <b>0 1 2 3 4</b>  | <b>0 1 2 3 4</b>  |
| <b>Tier III</b>        | Assessments may include comprehensive evaluations to address child's strengths & needs (note: this can be initiated at anytime & does not require waiting until Tier II is completed).  | Individualized instruction is planned to address specific strengths & needs of the child. Progress monitoring is frequent & adjustments are made when needed.  | Team helps to develop the individualized plan for the child. Coordination of support across settings is planned and progress is discussed regularly.  | Parents are partners in supporting their child & making decisions regarding the child's needs. Resources are provided for the family & transition support is available when needed.   | Supports are coordinated across service delivery agencies to allow for smooth and seamless transition. Policies guiding interagency collaboration are in place.   |

\*Fidelity Rating: 0 = not yet in place, 1 = Emerging, 2 = Developing, 3 = Proficient, 4 = Optimal